

Action Team #2: Scheduling and Class Modalities

5/2/2025

The only data we were able to access is what students prefer when taking courses via California Virtual Campus CVC

Statement of Conclusion:

Currently we do not have access to SRJC specific data to answer our research questions about course length and modalities.

Recommendations

- SRJC should consider offering a wider range of term lengths because CVC data suggests students taking online courses prefer 8 week terms (see chart 1). However, this is a small sample size.
- Cabinet should approve any tools available that would assist in this research, both for this team's efforts and to support individual departments to make data-based decisions about term length and modality.
 - Data should
 - Compare between course lengths and their impact on completion, fill rate, and retention
 - Compare between course modality and their impact on completion, fill rate, and retention
 - Disaggregate between FT and PT students

Insights learned:

- #1 More research and exploration is necessary
 - We need access to more data on SRJC specific (and hopefully being able to disaggregate between FT and PT students)
 - Data that compares between course lengths and their impact on completion, fill rate, and retention
 - Data that compares between course modality and their impact on completion, fill rate, and retention
 - Possible issues with data: The data is limited given we are comparing thousands and thousands of sections that are 17.5 week-long vs a couple hundred or thousand sections in 8 week-long courses.
 - How to possibly address this issue? Looking at only one course that is offered in different lengths and modalities and see impact between course length and modalities

- Possible issues with data: each department may have different outcomes in modality and course lengths. Possibly having each department dive into their own data would be a recommendation.
 - Departments explore possibility of offering different modalities and course lengths as part of research
 - We can see via CVC students prefer a variety of lengths (data limited: only 275 students, no outcome data, only online courses)

04/30/2025

Note the issue with lack of data and challenges in getting data

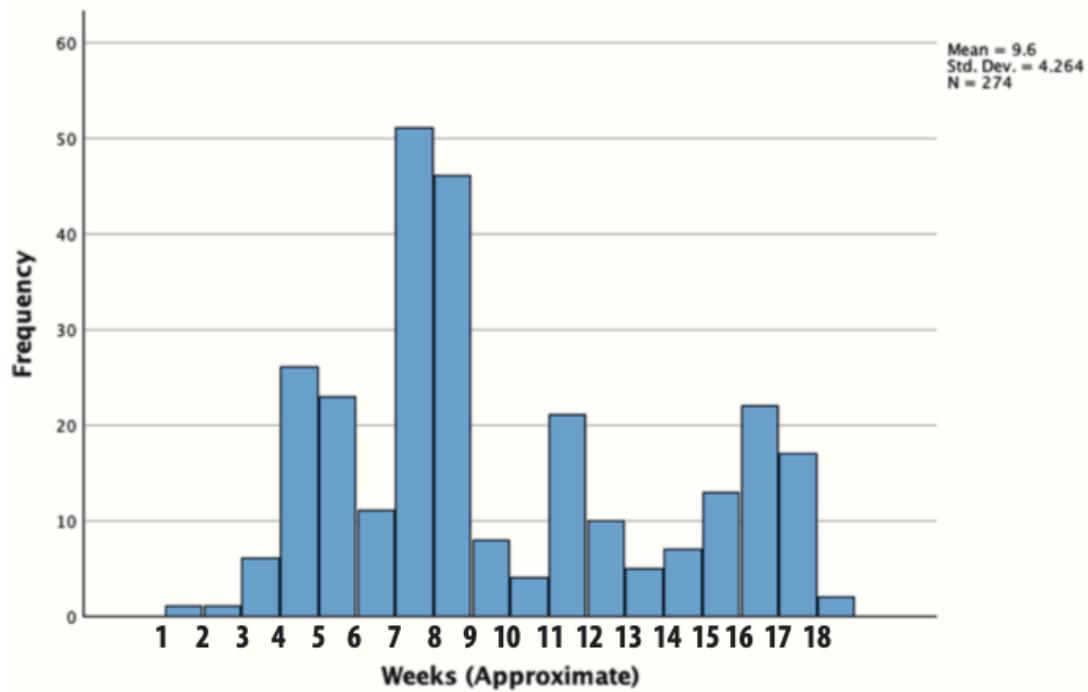
Possible data points to research in the future:

- In-house data on short courses (ELMS, Non-credit, etc)
- Look at other colleges that have short courses
 - Possibly those who made the change relatively recently?
- Look at other colleges who have 17 week courses still etc

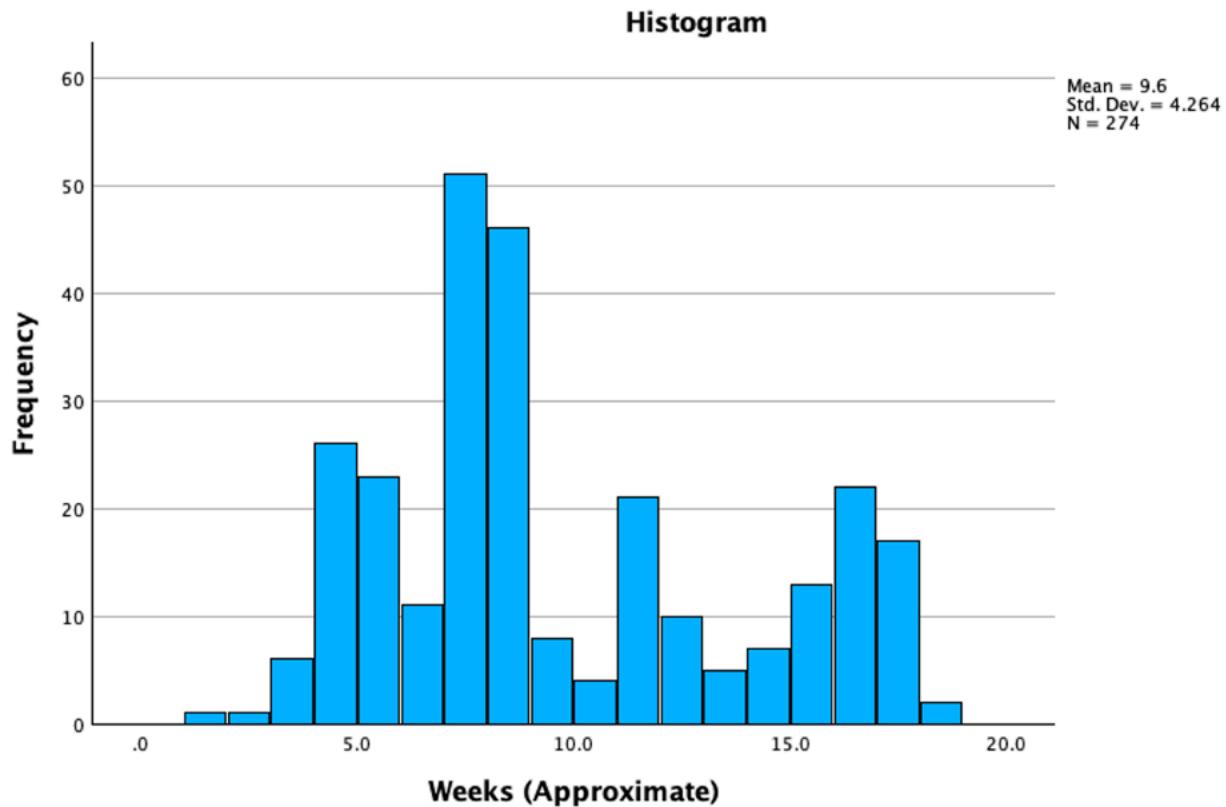
Data requested from Distance Education about CVC enrollments in online courses from 2023 & 2024. Using the start & end date courses were coded for # of weeks completed.

Summary: The most common course length for students enrolled in online courses at other colleges is 7.5-8.5 weeks. This accounts for 35% of all classes. The next most popular are 4-5.5 week classes at 18% of the total. Approximately 5% of students chose to enroll in 17.5 or 18 week classes.

SRJC Student Enrollment in External CVC Courses



Let me know if I need to adjust anything.



Once we're ready to request data: <https://research.santarosa.edu/requesting-data>

2/21/2025

Li, Kerry, Roam (facilitator), Noelle, Hector

Refined Final Questions:

1. What is the impact of different course lengths on fill rate, student retention, and successful completion?
2. What is the impact of instructional modalities on fill rate, student retention, and successful completion?

Goal for today to determine information for research ticket.

Roseland has a good variety of course lengths: EMLS, 8 vs 16/17 weeks

Petaluma: 12 wk vs F-L COMM

SR/Petaluma: ENGL; Psych 1A

Take a look at CVC data (Noelle) and other schools with similar semester length (Roam) to provide some context to the SRJC data we pull

2/7/2025

Li, Kerry, Roam (facilitator), Malena (recorder), Noelle

NEXT MEETING:

Need to decide “what courses” we are looking at for data

Invitation from Michael to go to “Guided Pathways PDA session” as there may be potential to collaborate.

Conversation to hone in on 1 research question:

Final question selection:

- What is the impact of different course lengths on student drops, completion, and persistence0-disaggregated? Is modality different?
 - Part time students?
- What choices do students have when they need to enroll in a class?
- When looking at data, drop rates look different depending on class length.
 - Focus on retention
- Do any classes fill with priority one? Are there any classes that then become “inaccessible” to part time and other students?
 - Focus on accessibility
- Do courses in different modalities fill at different rates?- possibly find this answer quickly (disaggregate priority levels and part time)
 - Focus on accessibility

How can we combine both scheduling and modality into our research question?

- What are the things that are the most successful, what kind of data can we collect to allow us to have a nuance conversion and helps us look at what is very promising to student
 - Part of the reason is looking at fill rates.
 - What if we do focus groups in sections or classes where we see students are thriving?
 - Looking at conversations with students, (focus groups and surveys may be helpful but limiting)

Data conversation with Jeremy:

- Data collection is complicated for all these questions
- What scheduling proof would we look at if we are looking at drop and fill rates?
 - OIR would need to know the “Date” to look that and prior
 - What are the type of classes we would be looking at?

How are we looking at our district wide goals of completing in # of years etc. when looking at this schedule?

12/6/2024

Li, Hector, Noelle

Is there any correlation between class length and retention/completion rates?

Before we narrow down to one research question, shall we gather student input on the process and priorities when they choose their class schedules? Use student focus groups?

Different student groups need different levels of help to enroll in classes.

Is there available data about fill rates by modality & term length? What about data for the two possible research questions highlighted below? This might be a good starting point. And then we can get student input after we have this data to help understand why

Let's check with IERP office before Jan. 2025 meeting.

11/15/2024

Li, Malena (recorder), Hector, Regina, Noelle

NEXT MEETING: ASK OIR: WHAT DATA DO WE CURRENTLY HAVE TO ANSWER SOME OF OUR POSSIBLE RESEARCH QUESTIONS &, WHAT QUESTIONS ARE ONES WE CAN ANSWER WITHIN OUR ACTION TEAM TIMELINE?

Agreed on problem statement from 11/1, added it to the PS doc.

Need to narrow down research question

What data do we currently have? Was modality one of the questions for the student survey. And how often does that go out? Aka what is the latest data?

Blair: Last student survey did ask about modality, but was not clear data outcomes(?).

Does not give real time

slots, modality, and courses. OIR currently has a dashboard they are working on that students can work their “ideal” schedule and that can give us more information before the schedule comes out. Due to limited info, Blair proposes moving into instrument that is more detailed, vs another survey.

Research questions should help us find the data to see if problem statement is true. And if so, what data is there.

If we need to “prove” that it is not happening: fail rates of times of courses, and a lack of adding courses on the fly for those that fill very quickly. We may be able find past survey info that says something like “time of day does not fit my schedule” vs another survey.

We really do not have the data to inform actual scheduling, possible answer is the “Dream scheduler” student interface.

Students have mentioned they almost have almost no choices between classes that are required and priority reg level.

Maybe students are seeing conflict in work schedule

Best case: they have enough choices that then they can make an informed decision

Seeing “what things are filling quickly” but that may not capture student preferences, it may just show what classes they have to take and have to sign up

Possible starting with qualitative data and hearing from students directly.

The approval process to fill and add to add sections is not quick

Schedule is geared towards full time students

Possible research questions:

- How are classes with different modalities and times filled?
- Can we have a priority placement for part time students?
- Do courses in different modalities fill at different rates?- possibly find this answer quickly (disaggregate priority levels and part time)
- Do classes at different times of day fill at different rates? - possibly find this answer quickly (disaggregate priority levels and part time)
- Do classes fill at high rates because of a preferred schedule choice or because that is what is available, or a mix of both?
- Why are certain classes filling quickly vs others?
- Are part time students taking classes based on a preferred schedule or because that is what is available?
- Who gets priority? Based on student credits? What student pops have the greater number of units?
- Do any classes fill with priority one? Are there any classes that then become “inaccessible” to part time and other students?
- How can the “dream schedule builder” be designed to provide ongoing data for student’s needs/ preferences?

We should disaggregate the different priorities levels/ part time when asking these questions/ looking at the data

Some limitations: Proof 1 & 2 finalized in Feb are due for summer and fall. The timeline may be a big challenge. Is there opportunity for flexibility with the schedule?

Understanding students constraints?

Students need a comprehensive menu of choices

Does the district have the ability to change priority designations? Yes, other than Priority 1, which is mandated.

Possibly have interviews vs focus groups?

11/1/2024

Roam, Kerry, Li

Discussed Culture of SRJC and how with fewer students we need to be more student centered. Discipline plans

Problem: we don't have an intersectional and cross constituency group engaged in on-going data informed, student centered and equity-minded scheduling. Therefore we are not currently able to provide a schedule of classes that meet student needs in time and modality.

Background/Context

This group could help Strategic Enrollment Management Group with the problem.

Chabot has good culture and processes.

DCC/IM can be involved in the work; be informed of learnings from UCSD's Enrollment Management Academy

Possible data needed:

Productivity state-average for disciplines

Student desired class time and modalities (how to extract data from the Drop Survey), or conduct a well-designed new survey to students to ask these specific questions

Next time we need to narrow down to a specific research question.

10/18/24

Noelle, Marc (Facilitator), Malena (recorder), Roam, Kerry, Regina, Li

Problem Statement Drafting/Brainstorming (to finalize 11/1)

Idea a: If we address the problem of not understanding/listening to student's course-taking needs and dreams, we can better understand how to build a schedule of classes where more diverse students can complete their academic goals.

Idea b: SRJC currently does not have a mechanism to capture student wants/needs along with what barriers are keeping students from taking their desired course modality

Structure of a Problem Statement:

- Specify a **central problem contributing to the topic/issue area**.
- Ensure that the central problem is **within institutional control**
- Note how resolving the problem will **move toward equitable experiences and outcomes** and will have a **clear impact on students**
- *Problem Statement Template: If we address _____ (problem related to equitable placement and completion), then students will _____.*

Problems/Issues Brainstorm:

- Currently the JC has no clear way to determine/understand student modality and schedule needs and wants
- Some departments are having the conversation about creating a way to do surveys to create a student centered survey
- We are not sure what data is available to address our question, or the gaps
- We should distinguish between success/completion vs accessibility
- Which modalities are helping students succeed?
 - Particularly when classes are offered and the impact those classes have on our part-time students.
- Are our part-time students succeeding online, in person, hybrid. Is there a way to look at that data?
- Drop survey convo:
 - Is it deficit based?
 - Do we have the ability to randomize the questions, to minimize the room for error.
- Questions around the length of the semester vs 8 week, vs 13 weeks
- Does preferred teaching time parallel student class time need and are they reconcilable?
- Are students benefiting or struggling from the wildly vast different offerings that each department is choosing (late start, 8 week, 13 week, etc etc)
- When we have modality conversation, it shouldn't just be "what do students want and what do students need" but also looking at is the campus doing anything that makes students not want to take in person classes, for example, parking tickets/issuances. What are the other things we're doing on campus that are barriers for students to come to classes in person? Or what are we doing that we can grow that makes students already want to come to campus?
- We need to have student more meaningfully involved in this committee's work
- What are some ways we can get students involved with this action team
- How can we get information from students who are not "here".
- Do we have relationships with local HS and other orgs to learn what students want, need, etc

- Not just surveys, but conversations with students and hear their stories.

10/4/24

Kerry, Noelle, Marc (facilitator), Malena (recorder), Hector

General questions or comments:

Do we know how to capture what students need/ want?

Most scheduling focuses on full time students

Some anecdotal examples: Hy-flex during the day are more popular than in-person during the day.

How are we supporting students need of modalities?

Is the district capturing data from student's need or wants? How/where are we collecting it.

Is there data on hy-flex, including completion, retention?

How is the district looking into when classes are offered?

Anecdotal examples: how are we serving part-time non-credit student's scheduling needs? A slight change two years ago has had a great (positive) impact on classes in the afternoon in Roseland.

How do we create a pipeline to gather this data?

How do we unite quantitative data with student's qualitative data?

There is some data we are currently unable to capture because we are not a "teaching college".

Data we cannot see because we are not a "teaching college": The students who are taking SRJC classes but another college in CA is their "home" college.

The drop survey shows that Modality and scheduling is actually one of the top reasons why students drop. How does this committee interact with the drop survey?

Question for OIR: "Does the district have a way to capture student modality and scheduling wants?" Answer: no. However, IERP (aka OIR) is creating a dashboard that students can create a "dream schedule". Currently not a top priority.

Another area to look at: perhaps someone from IT can let us know if Banner will have this similar ability of the Dream Schedule already embedded.